

DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS

(Q) What is the policy on dependent eligibility for Reservists mobilized for active duty from an overseas area? What is the status of dependent children if a Reservist is activated for active duty from their overseas location?

(A) Dependents of Reserve members will be eligible for space-available, tuition-free enrollment at DoD Education Activity schools under the following conditions: Permanently stationed overseas; Recalled for active duty; Recalled for a contingency operation; and, recalled for more than 31 days. All other requirements remain the same for enrollment eligibility (i.e., copy of orders, birth certificates/passports, etc). Upon demobilization, students enrolled under this provision will be allowed to complete the current semester of the school year as space-available, tuition-free. Our general counsel staff has determined that the "permanent station" for Reservists remains the home from which they are recalled. The dependent of a Reservist recalled from an overseas location is eligible for enrollment as space-available, tuition-free. The dependent of a Reservist recalled from a CONUS location does not meet the "permanent station requirement" and is eligible for space-available, tuition paying enrollment. Space-available dependents are not eligible for Non-DoDDS placement.

(Q) Does DoDDS have a crisis management plan?

(A) Yes. A Guide for Crisis Management in the Schools, DoDDS-Europe, December 2001, is the revised supplement to D.S. Manual 2943.0, DoDDS School Action Plan for Crisis Intervention and Response to Death, February 1, 1990. (For details, go to <http://www.odedodea.edu>)

(Q) What is a crisis?

(A) A crisis is a sudden change that disrupts normal functioning. Crisis can affect an individual, a group, or an organization. An emergency becomes a crisis when it disrupts cognitive, physical, or emotional functions. Tragic death, natural disasters, terrorism, and violent assaults may have a devastating effect on people.

(Q) Why is it important to include schools in community discussions and initiatives related to deployments?

(A) For many servicemembers and their families, deployments rank as the most challenging and tumultuous times of military life. The degree of difficulty a family or individual faces can vary greatly, depending upon the nature of the order. Deployment can cause great worry and stress for children. Separation of any kind affects family life. School can be a comforting place for children. Their friends are there; a peer support network is available, and approachable adults are accessible to students. Particularly in the case of deployment, students of single or dual-military families need to be identified and a roster created of their names, assigned custodians, new living arrangement, new addresses

and phone numbers, and other information deemed pertinent to their altered home life, as indicated.

(Q) What are some typical steps schools can take to assist in deployment and family support activities?

(A) Schools can take the following steps to assist in deployment and family support activities:

- Conduct staff in-service providing helpful hints for teachers.
- Hold parent meetings to explain strategies for helping their children cope with stress.
- Identify students who live in single parent homes or who have dual-military parents and monitor their behavior.
- Conduct support groups for students who might be having adjustment problems.
- Refer students to activities sponsored by community agencies.
- Develop a support group for staff with deployed spouses.
- Be prepared to respond to death of deployed family members.
- Work closely with community agencies.

(Q) What are some goals adults should focus on when dealing with deployment and kids?

(A) Some of the goals are:

- Help children feel safe
- Help children understand what is going on factually
- Help children understand how the parent's deployment will impact their life
- Help children handle their emotional reactions

(Q) Does deployment affect kids in different ways?

(A) The degree to which children are affected by deployment of a parent will vary depending on the child's age, developmental level, previous life experiences, and the reactions and emotions modeled by the adults in the child's life.

(Q) What are some emotional responses that may occur?

(A) The following emotional responses may occur:

- Fear for personal safety, and for the safety of the parent who has been deployed
- Loss of control to change current situation
- Anger about the situation or at the parent for leaving
- Loss of stability created by the interruption of routines, schedules and activities
- Confusion about war and violence, and the future

(Q) What information should parents provide to schools if they are concerned about stress and their children?

(A) Parents should provide schools with the following information if they are concerned about stress:

Inform school personnel if a parent is deployed. Tell the child's teacher if behavior changes or difficulties are being exhibited at home since the deployment. The school is a source of support for you and your child. School personnel know and care about the impact of deployment on families. Deployment counseling support groups are available in the school. The structure and routine of schools provides much stability for a child who may feel like his life is out of control.

(Q) What will happen in terms of school and grades if a family chooses to go back to the United States during any extended deployment?

(A) Any family that chooses to return to the United States should plan to immediately enroll children in stateside public schools. Continuing and uninterrupted education must be a priority for every family. It is also a key element of stability and normalcy for children. DoD schools can provide parents with copies of school records to facilitate a transfer to a stateside school. Upon return to Europe, a parent should bring exit records from the stateside school. DoDDS will merge those grades with the DoD school grades. If parents choose to not enroll children in school, they are putting their children's educations at risk and may be in violation of stateside laws at the temporary place of residence.

(Q) What can parents do if they are concerned about stress and their children?

(A) Parents can practice the following if they are concerned about stress:

- Model calm and in-control behavior, even if you do not feel calm or in control.
- Limit exposure at home to media coverage of violence. Graphic images can cause nightmares, create confusion and may awaken other fears and anxieties.
- Reassure your children about their safety. Tell them that the concerns are real and serious, and that is why the government is taking steps to make the world a safer place, and why there are more security checks on base and at airports. Remind them that their parent is well trained in his military duties that our military is very powerful and many other countries are helping us. Express hope and faith that things will be okay, and that while there may be deaths, their parent is likely to be fine.
- Reassure the child that there will always be someone to take care of him.
- Maintain contact between the absent parent and the child as much as possible. Keep a record of events to share with the parent when he returns. Children as young as kindergarteners know about

journal writing. Before deployment, record stories or greetings to be shared with the child periodically during the absence.

- Understand that some behaviors will be normal reactions to the absence of the parent and uncertainty of this situation. There may be signs of stress, regression, oppositional behaviors, or aggression. If reactions are extreme or severe, if the child displays signs of suicidal thinking, talk or actions, or the child seems obsessed with violent thoughts for more than a few days, take your child to the mental health clinic.
- Schedule special activities: gatherings with other families with a deployed parent, making cookies for security guards, collecting magazines for the USO, etc.
- Use your local support services.
- Take time for yourself. You will be more available for your children if you are managing your own stress and reactions.

(Q) What specific steps can teachers take to help?

A) Teachers can adhere to the following practices to aid children whose parents are deployed:

- Listen to students and watch their behavior. Sometimes the quietest child may be the most frightened. Some children may daydream or have trouble concentrating on their schoolwork. Some may act out. Others may be just fine.
- Take the time to reassure students that their homes and schools are safe places. Show them that their school is functioning normally, and tell them that their government is working and that it will continue to protect them.
- Help students discuss the known facts and to separate fact from rumor. Avoid speculating, exaggerating graphic details, or stereotyping groups of people.
- Maintain structure and stability through the daily schedule and engage in classroom activities that do not focus on the recent attacks. Children are comforted by their normal routine, and "back-to-normal" activities will help them.
- Remember that the images on television are frightening, even to adults.
- Reduce or eliminate the presence of television in the classroom.
- Remind students about the value of living in a country that respects individual liberty and the rule of law. Talk about the principles that led to the independence of our country, and why they are still important today.
- Engage in patriotic activities to give students comfort. Say the pledge of allegiance, sing patriotic songs, or read books about courage.
Encourage students to participate in constructive activities

relative to the tragedy. They can write notes to those in mourning or write about acts of courage or bravery. Give them the opportunity to come up with ideas about how they can help those in need.

(Q) Are schools prepared for terrorism, antiterrorism, and war?

(A) DoDDS has a number of regulations and publications pertaining to force protection and terrorism. The following DoDEA/DoDDS-Europe publications provide guidance with regard to anti-terrorism and force protection:

- Internal Physical Security (DS Reg. 4700.2) policy, responsibilities, and procedures to protect against loss of life, destruction of property and disruption of activities.
- Staff antiterrorism awareness guide (DODEA 99-1-003), security measures for elementary and secondary students guide
Safe schools-a handbook for practitioners (DYNCORP and NASSP)
Antiterrorism/force protection program (DS Regulation 4700.1)

In any force protection situation, our responses are coordinated with the command and governed by the security posture that the command sets. A special staff who can be sent to any location to help a school or community address a serious crisis.

(Q) What is a school psychologist?

(A) School psychologists provide a range of services for the benefit of students. These consist of direct and indirect services that require involvement with the entire educational system, including the students, teachers, administrators, other school personnel, families, community agencies, and a variety of others that may be important on an individual basis. The primary intent of the provision of school psychological services is to promote mental and physical wellness and facilitate learning of students.

(Q) What do school psychologists do?

(A) School psychologists tailor their services to the particular needs of each child and each situation. School psychologists use many different approaches and may play many different roles, but most provide these core services: consultation, assessment, intervention, prevention, education, health care and provision.

SOURCES OF INFORMATION USED TO CREATE THESE FAQs:

School psychologist Holly Hasenbuhler; DoDDS-E guide for crisis management in the schools; talking with children about war-pointers for parents" by Alvin Poussaint, M.D. and Susan Linn, ED.D.; "Children and Fear of War and Terrorism" by the National Association of School

Psychologists; "The Emotional Cycle of Deployment: a Military Family Perspective" by LTC Simon H. Pincus, USA, MC, COL Robert House, USAR, MC, LTC Joseph Christenson, USA, MC, and CPT Lawrence E. Adler, MC, USNR-R

Compiled by:

Office of the director
Dodds-Europe

DSN 338-7614

CIV (49) 0611-380-7614

Fax: DSN 338-7565 CIV 0611-380-7565

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ADDITIONAL HELPFUL WEBSITES FOR DODDS

- *PREVENTING VIOLENCE AND RESPONDING TO VIOLENT INCIDENTS IN SCHOOLS-A GUIDE FOR SCHOOLS-1999-* DODDS-E KAISERSLAUTERN AND HEIDELBERG DISTRICTS, CAN BE FOUND ON THIS WEBSITE FROM JOHN KEATING:
HYPERLINK <http://204.218.82.41/keating/guides/htm>
[HTTP://204.218.82.41/KEATINJ/GUIDES/HTM](http://204.218.82.41/KEATINJ/GUIDES/HTM)
- THE SOUTHERN POVERTY LAW CENTER SPONSORS HYPERLINK
"http://www.tolerance.org/" [WWW.TOLERANCE.ORG](http://www.tolerance.org/) AN EXCELLENT SITE WITH RESOURCES FOR PARENTS, TEACHERS AND CHILDREN TO FIGHT HATE AND PROMOTE TOLERANCE.
- LOS ANGELES COUNTY OFFERS SUGGESTIONS ON TOLERANCE FROM THE HUMAN RELATIONS COMMISSION AT HYPERLINK
"http://humanrelations.co.la.ca.us/Our_publications/index.htm"
[HTTP://HUMANRELATIONS.CO.LA.CA.US/OUR_PUBLICATIONS/INDEX.HTM](http://HUMANRELATIONS.CO.LA.CA.US/OUR_PUBLICATIONS/INDEX.HTM)
- AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY
- HYPERLINK <http://www.aacap.org/> [WWW.AACAP.ORG/](http://www.aacap.org/)
- EMERGENCY SERVICES AND DISASTER RELIEF BRANCH, CENTER FOR MENTAL HEALTH
- HYPERLINK <http://www.mentalhealth.org/cmhs/emergencyservices/>
[HTTP://WWW.MENTALHEALTH.ORG/CMHS/EMERGENCYSERVICES/](http://WWW.MENTALHEALTH.ORG/CMHS/EMERGENCYSERVICES/)
- FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA)
- HYPERLINK <http://www.fema.gov/> [HTTP://WWW.FEMA.GOV/](http://WWW.FEMA.GOV/)
- FEMA FOR KIDS
- HYPERLINK <http://www.fema.gov/kids/> [HTTP://WWW.FEMA.GOV/KIDS/](http://WWW.FEMA.GOV/KIDS/)
- HELPING CHILDREN AND ADOLESCENTS COPE WITH VIOLENCE AND DISASTERS
- HYPERLINK <http://www.nimh.nih.gov/publicat/violence.cfm>
[HTTP://WWW.NIMH.NIH.GOV/PUBLICAT/VIOLENCE.CFM](http://WWW.NIMH.NIH.GOV/PUBLICAT/VIOLENCE.CFM)
- NATIONAL CENTER FOR POST-TRAUMATIC STRESS DISORDER
- HYPERLINK http://www.ncptsd.org/what_is_new.html
[HTTP://WWW.NCPTSD.ORG/WHAT_IS_NEW.HTML](http://WWW.NCPTSD.ORG/WHAT_IS_NEW.HTML)
- POST-TRAUMATIC STRESS DISORDER (PTSD), TRAUMA, DISASTERS, AND VIOLENCE
- HYPERLINK <http://www.nimh.nih.gov/anxiety/ptsdmenu.cfm>
[HTTP://WWW.NIMH.NIH.GOV/ANXIETY/PTSDMENU.CFM](http://WWW.NIMH.NIH.GOV/ANXIETY/PTSDMENU.CFM)
- ACCORDING TO CHILDRENNOW.ORG, MORE THAN HALF OF ALL KIDS REPORTED FEELING ANGRY, SAD OR DEPRESSED AFTER WATCHING THE NEWS (POST 9-11). WITH ACCESS TO THE LATEST BREAKING NEWS 24 HOURS A DAY, SEVEN DAYS A WEEK, WE EASILY FORGET THAT OUR KIDS NEED SPECIAL GUIDANCE IN MAKING SENSE OF WHAT'S GOING ON AROUND THEM. THIS SITE PROVIDES HANDS-ON TIPS TO HELP ADULTS TALK WITH KIDS ABOUT THE NEWS, INCLUDING EXPLORE THE FACTS, ACKNOWLEDGE COMPLEXITIES, SHARE YOUR FEELINGS, CREATE AN OPEN DIALOGUE, SELECT KID-FRIENDLY SOURCES AND MORE. HYPERLINK
<http://i.bigchalk.com/U/8-01370108/&Userid:>
[HTTP://I.BIGCHALK.COM/U/8-01370108/&USERID:](http://I.BIGCHALK.COM/U/8-01370108/&USERID:)
- SITE FOR A MODEL CRISIS MANAGEMENT PLAN FROM VIRGINIA DEPARTMENT OF EDUCATION: [HTTP://WWW.PEN.K12.VA.US/VDOE/INSTRUCTION/MODEL.HTML](http://WWW.PEN.K12.VA.US/VDOE/INSTRUCTION/MODEL.HTML)
- YOKOSUKA MIDDLE SCHOOL HAS A LINK ON THEIR WEBPAGE. IT IS "PARENT RESOURCES FOR HELPING STUDENTS DEAL WITH STRESS." YOU CAN FIND IT AT HYPERLINK <http://203.181.115.36> [HTTP://203.181.115.36](http://203.181.115.36)
- AMERICAN ACADEMY OF CHILD AND ADOLESCENT PSYCHIATRY
- HYPERLINK <http://www.aacap.org/> [HTTP://WWW.AACAP.ORG/](http://WWW.AACAP.ORG/)

- EMERGENCY SERVICES AND DISASTER RELIEF BRANCH, CENTER FOR MENTAL HEALTH
- HYPERLINK <http://www.mentalhealth.org/cmhs/emergencyservices/>
[HTTP://WWW.MENTALHEALTH.ORG/CMHS/EMERGENCYSERVICES/](http://www.mentalhealth.org/cmhs/emergencyservices/)
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- HYPERLINK <http://www.nimh.nih.gov/publicat/violence.cfm>
[HTTP://WWW.NIMH.NIH.GOV/PUBLICAT/VIOLENCE.CFM](http://www.nimh.nih.gov/publicat/violence.cfm)
- NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
- HYPERLINK <http://www.nasponline.org> [HTTP://WWW.NASPONLINE.ORG](http://www.nasponline.org)
- NATIONAL CENTER FOR POST-TRAUMATIC STRESS DISORDER
- HYPERLINK http://www.ncptsd.org/what_is_new.html
[HTTP://WWW.NCPTSD.ORG/WHAT_IS_NEW.HTML](http://www.ncptsd.org/what_is_new.html)
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[HTTP://WWW.NIMH.NIH.GOV/ANXIETY/PTSDMENU.CFM](http://www.nimh.nih.gov/anxiety/ptsdmenu.cfm)
- U.S. GOVERNMENT INFORMATION AND RESOURCES IN RESPONSE TO SEPTEMBER 11TH EVENTS
- HYPERLINK <http://www.firstgov.gov/featured/usgresponse.html>
[HTTP://WWW.FIRSTGOV.GOV/FEATURED/USGRESPONSE.HTML](http://www.firstgov.gov/featured/usgresponse.html)